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**Job Title:** 111 - UTILITY WORKER II

**Position Grade:** 5P

**Classification Series:** Maintenance Worker

**Department:** Public Works

**Payroll Status:** Full-Time, Non-Exempt

**Union Status:** General Service Unit

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**Purpose:** Provide a variety of general and skilled laborer duties for the Public Works Department maintenance and construction crews and serve as first level or primary equipment operator in the installation, repair, maintenance and construction of the City's Public Works infrastructure. Incumbents will provide training, guidance and oversight to Utility Worker I, Laborers, seasonal workers and new hires within their classification. The Utility Worker II is distinguished from the Utility Worker I by its primary equipment operating and job oversight responsibilities, and from the Utility Worker III which has lead responsibilities.

**Supervision Received:** This position works under the direct supervision of the Public Works Operations Manager, Supervisor, or designee.

**Supervision Exercised:** The position does not supervise other employees; however, this position may serve as fill-in lead and provide job oversight when needed. May provide occasional guidance and/or direction to other employees, volunteers, students, interns, or temporary staff.

**Duties and Responsibilities:** This list is an *example* of the tasks the employee may be expected to perform, but is not intended to be all inclusive.

#### **General Duties**

- Incumbents assigned to the Streets Division inspect, repair and maintain streets, lights, signs, sidewalks and right of ways, set up traffic control, and operate heavy equipment.
- Incumbents assigned to the Water & Stormwater Division inspect, repair and maintain water meters, fire hydrants, and drainage systems, water lines, water valves, reservoirs, pumps and SCADA, set up traffic control and operate heavy equipment.
- Perform general and skilled labor in the construction, maintenance and repair of city equipment and infrastructure, sidewalks, drains, lights, streets, water system and other Public Works infrastructure.
- Provide customer service which may include response to telephone and in-person and/or electronic and written requests and inquiries, complaint resolution, and/or assistance with events and/or emergencies.
- Log and maintain database of all maintenance and costs associated with duties carried out by incumbent. Ensure all equipment and assets are maintained according to the established standards.
- Diagnose problems to determine repairs needed.
- Operate light to heavy equipment in the performance of construction, maintenance and repair of city infrastructure such as: backhoe, excavator, grader, forklift, dump truck, light-truck, power hand tools, mower, spreader, grader etc.
- Contribute to an overall productive and respectful work environment by providing excellent customer service and working in a positive, collegial manner at all times.
- Develop and maintain positive, cooperative, team-oriented working relationships with co-workers, management, other departments, vendors, and the general public.
- Demonstrates regular, reliable and punctual attendance.
- Ability to accept direction and constructive criticism from supervisors and managers.
- Follow all safety rules and procedures for work areas.
- Perform other responsibilities and other duties as assigned.

## **Core Competencies\*:**

**Individual Contributor:** Incumbents should have a solid foundation of the following core competencies identified by the organization to be essential:

**Communicativeness** - Effective performers recognize the essential value of continuous information exchange. They actively seek information from a variety of sources and disseminate it in a variety of ways. They use modern technologies to access and circulate information. They take responsibility for ensuring that their people have the current and accurate information needed for success.

**Composure** - Effective performers maintain emotional control, even under ambiguous or stressful circumstances. They are able to demonstrate emotions appropriate to the situation and continue performing steadily and effectively.

**Customer Service** - Effective performers attend to customers in a timely manner. They view the organization through the eyes of the customer and go out of their way to anticipate and meet customer needs.

**Drive/Energy** - Effective performers have a high level of energy and the motivation to sustain it over time. They are ambitious and passionate about their role in the organization. They have the stamina and endurance to handle the substantial workload present in today's organizations. They know that a healthy work/life balance is important to sustained energy. They are motivated to maintain a fast pace and continue to produce even in exhausting circumstances.

**Functional/Technical** - Effective performers are knowledgeable and skilled in a functional specialty. They add organizational value through unique expertise in a functional specialty area. They remain current in their area of expertise and serve as a resource in that area for the organization.

**Integrity** - Effective performers think and act ethically and honestly. They apply ethical standards of behavior to daily work activities. They take responsibility for their actions and foster a work environment where integrity is rewarded.

**Initiative** - Effective performers are proactive and take action without being prompted. They don't wait to be told what to do or when to do it. They see a need, take responsibility, and act on it. They make things happen.

**Learning Agility** - Effective performers continuously seek new knowledge. They are curious and want to know 'why'. They learn quickly and use new information effectively. They create and foster a culture of interest, curiosity, and learning.

**Positive Impact** - Effective performers make positive impressions on those around them. They are personable, self-confident, and generally likable. They are optimistic and enthusiastic about what they do, and their excitement is contagious. They energize those around them.

**Problem Solving/Decision Making** - Effective performers are able to identify problems, solve them, act decisively, and show good judgment. They isolate causes from symptoms, and compile information and alternatives to illuminate problems or issues. They involve others as appropriate and gather information from a variety of sources. They find a balance between studying the problem and solving it. They readily commit to action and make decisions that reflect sound judgment.

**Sensitivity** - Effective performers value and respect the concerns and feelings of others. In the workplace, this compassion translates into behaviors that communicate empathy toward others, respect for the individual, and appreciation of diversity among team members.

**Team Player** - Effective performers are team oriented. They identify with the larger organizational team and their role within it. They share resources, respond to requests from other parts of the organization, and support larger legitimate organizational agendas as more important than local or personal goals.

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### **Job Qualification Requirements (Knowledge, Skills & Abilities):**

**KNOWLEDGE:** Knowledge of safe construction practices and procedures and of modern principles, practices and techniques of construction of Public Works facilities, which include streets, water, storm drainage, Parks and other related construction. Construction includes maintenance, repair, replacement, reconstruction, and expansion of public facilities.

**SKILLS:** Skills in the use of various construction-related tools and equipment, along with verbal and written communication skills and basic math skills. Basic computer skills, preferably with MS Office Suite products and Cartegraph software.

**ABILITIES:** Ability to read, understand and follow written and verbal instructions and communicate in writing and verbally, in English, sufficient to understand and relay instructions and safety information. Ability to use word processing, spreadsheets, financial and Cartegraph software, and any other technology needed to perform assigned duties. Examples may include storm system inspections, sign making, or meter reading. Ability to proficiently operate small equipment and light trucks, along with heavy equipment such as dump trucks, backhoes, excavators, motor graders, and other heavy equipment. Ability to calculate and verify alignment and grade of infrastructure and physical ability to perform the essential job functions.

### **Minimum Required:**

- A High School Diploma or equivalent, basic math, reading and writing at a 12<sup>th</sup> grade level; and
- At least **three(3) years** of general construction experience including the ability to calculate slopes and grade elevations or a satisfactory equivalent combination of education and experience determined to ensure the knowledge, skills, and ability to perform the work.

### **Preferred/Special:**

- Public Works (street/water/storm drain) construction experience is strongly preferred.
- Flagger certification preferred upon hire.
- Traffic Control Supervisor certification preferred upon hire.

### **Driver's License/CDL:**

Possession of a valid CDL "A" unrestricted with air brake and tanker endorsement or higher at time of hire with an acceptable driving record per City policy is required; and within six (6) months of hire obtain any other endorsements required to drive equipment to perform the duties of this position; and must be maintained as a condition of continued employment.

**CPR/Flagger Certification:** Possession of current CPR/ First Aid certification within six (6) months of hire. Flagger certification within ten (10) months of hire.

**Physical Demand:** *The physical demands described here are an overview. For detailed information regarding physical demands, please see the attached worksheet. The physical demands listed below, together with the detail listed on the attached worksheet, represent those that must be met by an incumbent to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with qualified disabilities to perform the essential functions.*

This position involves considerable physical demand. While performing the duties of this position, the employee is frequently required to sit, stand, walk, reach, bend, kneel, stoop, twist, crouch, crawl, climb, balance, see, talk, hear, smell and manipulate objects. The position requires a high degree of mobility including the ability to traverse uneven surfaces (i.e. rough roads, streambeds, areas of excavation, construction sites, etc.) and operate equipment and motor vehicles. The employee must frequently lift and/or move materials weighing up to 5 lbs. consistently, (75% of the work period), up to 25 lbs. frequently (60%+of the work time), up to 60 lbs. often (35% of the work time) and over 60 lbs. occasionally (5%-10% of the work time). This position requires both verbal and written communication abilities.

**Work Environment:** *The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this position, the employee is typically out in the field at a construction site. The employee is regularly exposed to outside weather conditions. The employee is frequently exposed to hazardous conditions including gases and vapors, live utility lines, dust, traffic, and other construction-related hazards. The noise level in the work environment is usually moderate but the employee may occasionally be exposed to very

# Job Analysis: Physical Demands Worksheet

OVERVIEW	
Job Title:	Public Works Utility Maintenance 1
Employer:	City of Central Point
Dept./Location:	Public Works
Supervisor's Title:	Public Works Supervisor or designee
Check any of the following factors that are important to successful performance in this position:	
<input checked="" type="checkbox"/> Reactive problem solving	<input checked="" type="checkbox"/> Positive regard for others
<input checked="" type="checkbox"/> Analytical ability	<input type="checkbox"/> Conflict resolution
<input checked="" type="checkbox"/> Written communication	<input checked="" type="checkbox"/> Individual accountability
<input checked="" type="checkbox"/> Oral communication	<input checked="" type="checkbox"/> Public relations
<input checked="" type="checkbox"/> Active listening	<input checked="" type="checkbox"/> Proactive problem solving
<input type="checkbox"/> Independent judgment	<input type="checkbox"/> Bilingual
<input checked="" type="checkbox"/> Dexterity	<input checked="" type="checkbox"/> Flexibility/Adaptability
<input checked="" type="checkbox"/> Attention to detail	<input type="checkbox"/> Time management
<input type="checkbox"/> Objectivity	<input type="checkbox"/> Leadership skills

## Frequency Definitions:

- (N) Never: Not required and not done on the job.  
 (R) Rare: May be required on a very infrequent basis; less than 1% work shift; may occur 1 – 5 times/minutes per shift.  
 (O) Occasional: Occurs between 1% – 33% of an 8-hour work shift; total of up to 2.5 hours per 8-hour shift.  
 (F) Frequent: Occurs between 34% - 66% of an 8-hour work shift; total of between 2.6 hours to 5.0 hours per 8-hour shift.  
 (C) Continuous: Occurs between 67% to 100% of an 8-hour shift; total of between 5.1 hours to 8.0 hours per 8-hour shift.

WORKING CONDITIONS						
Are there particular working conditions associated with this position which should be noted? Check or list below, indicating frequency for each condition (N, R, O, F, C – refer to Frequency Definitions above):						
N	R	O	F	C	Condition	Comments/Detail (if applicable)
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Indoors	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Outdoors	
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Extended work hours	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Travel to multiple worksites	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Slippery surfaces	
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Low background noise	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Moderate background noise	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	High background noise	
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Fumes/odors	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Dust	
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Varied/extreme temperatures	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Cramped workspace	
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Exposure to hazardous materials	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Personal protective equip. required	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Glove use	
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Vibration – whole body	
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Vibration–extremity (arm, leg, hand)	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other (specify)	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other (specify)	
MATERIALS AND EQUIPMENT USED						
Are there particular materials and/or equipment used with this position which should be noted? Check or list below, indicating frequency for each condition (N, R, O, F, C – refer to Frequency Definitions above):						
N	R	O	F	C	Condition	Comments/Detail
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Computer	
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Mouse/Trackball	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ten Key/Calculator	
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Copier	

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Fax Machine	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	E-mail	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Telephone	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Hand Tools	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Power Tools	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Automobile (company <input checked="" type="checkbox"/> personal <input type="checkbox"/> )	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Department specific equipment (specify):	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other (specify)	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other (specify)	
<b>PHYSICAL DEMANDS</b>						
Are there particular physical demands associated with this position? Check or list below, indicating frequency for each condition (N, R, O, F, C – refer to Frequency Definitions above):						
<b>N</b>	<b>R</b>	<b>O</b>	<b>F</b>	<b>C</b>	<b>Physical Demand</b>	<b>Description (if O, F, or C checked)</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Standing	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Walking	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Sitting	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Driving	
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Lifting/Lowering (Max: 80 lb Avg. 35 lbs.) with assistive equipment? Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/>	Assistive equipment is often available, but not always.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Carrying (Max: 60 lb Avg. 25 lbs.)	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pushing (Max: 60 lb Avg. 25 lbs.)	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pulling (Max: 60 lb Avg. 25 lbs.)	
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Climbing (Max height: 5 ft)	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Stairs	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Balancing	
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Stooping	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Twisting	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Kneeling	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Crouching	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Crawling	
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reaching overhead	
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reaching shoulder level	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Handling	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Pinching	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Grasping	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Wrist motion	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Speaking	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hearing	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Seeing	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Writing	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Depth Perception	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Color Vision	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other (specify)	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other (specify)	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other (specify)	

Completed by: Bob Pierce (w/input from Blanton, Reese, Blake, Yeazel) Title: PW Director Date: 02/17/09